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account of how Ulysses and Diomedes stole the horses of Rhesus and how the Trojan women made to the unpropitious Minerva their fruitless sacrifice, Hecuba's fairest robe 'that shone like a star, and lay nethermost of all'. And I go right on here and read, amid breathless silence, the beautiful farewell of Hector and Andromache. And when the time comes we see crafty Ulysses in the cave of Polyphemus, and hear the Sirens sing their songs on the rocks, or go to the city of the Cimmerians shrouded in mist and cloud, to visit the ruthless Achilles and hear his loving inquiries for his dear son Neoptolemus.

When we read of Andromache sacrificing at the empty tomb of Hector, I always put on the black-board Catullus's tender lines to his brother, *Multas per gentes et multa per aequora vectus*, and read a verse translation of them. This poem I find a special favorite. Someone, nearly always, asks to be allowed to copy it. I try to find occasion to read a few short Latin poems suggested by something that comes up, two or three of Catullus, Martial's Epigram on the little Erotium, and Horace's Ode to Vergil. And I never forget Ad Maronis Mausoleum.

I try not to talk syntax any more than I can help; most of that ought to be out of the way before the class begins Vergil. But grammar, properly managed, is the handmaid of literature, and should be made to know her place. Think you the student loses the force of *Quis Troiae nesciat urbem* because perchance he recognizes the deliberative subjunctive and can even call it by name? Or that an adjective is less beautiful to him because he knows in just how many ways an adjective may modify a noun? In *aeternum servans sub pectore vulnus*, is *aeternum* an attributive modifier or a predicate accusative? I do not know, but it makes a difference, and for myself I prefer the latter, 'keeping the wound unhealed'. You see, she didn't want it to heal.

We have a fairly good College library and I require two sets of essays during the year. These are read before the class and are greatly enjoyed by all except the performer for the day. The first subjects deal with the private life of the Romans, their houses, their public buildings, the games, education, clothing and the-like. The others send the student to consult such books as Glover's Vergil, Fowler's Religious Experience of the Roman People, or Geikie's Love of Nature among the Romans. This may seem more like work than literature, but I think it adds interest and shows the students that the Aeneid is a great work of art, worthy the attention of the ablest men.

These, Mr. Editor, are some of the things I do to make my classes love their Vergil. If I succeed with only part of them, have I not taught it as literature and not as a job to be got'en through with as quickly and cheaply as possible? Honestly, only one man ever told me he disliked Vergil.

VALPARAISO UNIVERSITY,
VALPARAISO, INDIANA.

KATHERINE E. CARVER.

THE PHILADELPHIA SOCIETY FOR THE PROMOTION OF LIBERAL STUDIES

The meeting which was held in Philadelphia on Saturday, March 14, for the purpose of organizing a local Society for the Promotion of Liberal Studies in general, and for the support of the Classics in particular, fully confirmed the belief of the Commit-

tee that the appeal of such an organization would be strongly felt in this vicinity.

More than two hundred and fifty persons responded to the invitation which had gone out in individual notices and through the columns of our invaluable CLASSICAL WEEKLY. While the classical teachers, of course, constituted a majority in this company, other departments were well represented and there was even a sprinkling of persons who were not professionally interested. It was a matter of special satisfaction to find the English teachers willing to join hands with us in this movement, since in their classes, particularly, we look for the fruitage of the classical seed.

The morning session was opened by Dr. Walter Dennison who, as chairman of the organizing committee, ably defined the purpose of the new society. Drexel Institute, in its rôle of host, extended a cordial welcome to the association through Dean Gummere. Dr. Brandt responded happily, on behalf of the society. The business of organization was accomplished with harmony and despatch, and the session closed with an address by Miss Katherine E. Puncheon on the subject, The Liberal Studies in the High School Curriculum. Miss Puncheon's paper, which was a model in its thought and persuasive delivery, voiced a plea for the trained mind first, before the trained hand and the trained eye.

The program of the afternoon meeting included two other strong addresses, by men prominent in lines almost antipodal, it would seem, to those of the classicist. Mr. Alba B. Johnson, President of the Baldwin Locomotive Works, spoke on The Value of the Classics in Modern Life, and President Sharpless of Haverford College, once a teacher of mathematics, in an admirable address on the subject, The Liberal Studies and Vocational Training in American Education, awarded to the classically trained man the palm "in doing things most worth while to humanity". Both these addresses, because of their utter freedom from any 'bread and butter interest', were convincing as no argument of the classical teacher could possibly have been.

During the luncheon hour, one hundred and eighty-two persons availed themselves of the opportunity which was offered to break bread together, thereby promoting that closer acquaintance with one another, without which no organization can serve the best interests of its members. A 'Living Latin' exhibit, arranged by the Classical Department of the Girls' High School, according to the suggestions given in Miss Sabin's Manual, had been placed upon the walls, and afforded a subject for conversation when weightier matters failed. The one address of the noon recess was a brief expression of good wishes from Superintendent Brumbaugh.

To many the most attractive feature of the entire

program was a brilliant lecture by Dr. Walton McDaniel on Pliny and Lake Como. Dr. McDaniel, always witty and delightful, was at his best as he led his audience around Lake Como in a fascinating search for Pliny's villas.

It is with pleasure that we report that one hundred and eighty-eight persons paid dues and joined the Association on the day of the meeting, and that several requests for membership have since been received so that the Society, while yet in its first swaddling-bands, is equipped with twice the strength of a Briareus-omen firmetur. The following officers were elected: President, Dr. Walter Dennison, Swarthmore College; Vice-Presidents, Dr. B. W. Mitchell, Central High School, Mr. Stanley Yarnall, Principal of Friends' School, Germantown; Secretary, Miss Jessie E. Allen, Philadelphia High School for Girls; Treasurer, Dr. George Hadzsits, University of Pennsylvania. Other members of the Executive Committee were Dr. W. H. Appleton, Professor Emeritus, Swarthmore College, Professor W. Baker, Haverford College, Miss Minnie Beckwith, Baldwin School, Dr. F. B. Brandt, School of Pedagogy, Dr. Bessie Burchett, Girls' High School, Professor F. A. Dakin, Haverford School, Dr. Edith Hall, University of Pennsylvania Museum, Professor James Hill, Central High School, Professor Frank Niewig, Southern High School, Miss Mary Swindler, Bryn Mawr College.

JESSIE E. ALLEN, *Secretary*.

REVIEWS

Geschichte der Römischen Literatur. Von Friedrich Leo. Erster Band. Die Archaische Literatur. Berlin: Weidmannsche Buchhandlung (1913). Pp. IV + 496.15 Marks, bound¹.

The appearance of a book on Latin literature—or, as he prefers to call it, 'Roman' literature—by Friedrich Leo, the distinguished Professor of Classical Philology at Göttingen, is distinctly an event. For thirty-five years or more Professor Leo has been one of the most capable, diligent, and productive workers in the field of ancient classical literature—more particularly in the Latin branch, but always with the close connection of the Latin and the Greek clearly in view. The list of his previous writings is too long to be cited here, but it shows that he has ranged over the field from beginning to end (from the pre-literary beginnings of comedy to the sixth century Christian poet, Venantius Fortunatus); from border to border (e.g. from *Quaestiones Aristophaneae*, 1873, to *Die Originalität der Römischen Literatur*, 1904); from editions of authors (Plautus, Seneca, and others) to minute investigations of particular literary species (e.g. *Die*

Griechisch-Römische Biographie, 1901; *Der Monolog im Drama*, 1908) and chapters on the history of ancient metric (e.g. *Die Plautinische Cantica und die Hellenistische Lyrik*, 1897; *Der Saturnische Vers*, 1905).

A thing that the mere listing of works cannot show, but which is eminently true of Leo's work from beginning to end, is that it is characterized by an obvious impulse to get to the very bottom of things; neglecting no possible source of information, yet subjecting everything to sharp scrutiny and independent judgment; accepting nothing on mere authority; combining scattered, scanty, and often conflicting evidence with rare skill. It is noticeable in this latest volume that, in tracing the development of the early literature, he lays great stress on strong individual personalities, who did not merely drift with the currents of the time, but laid hold of something with individuality and blazed new paths. He is such a personality himself—a true scholar, an investigator, a man with ideas and the ability to develop them into something new and substantial.

The volume under review covers the period from the beginnings to about 90 B.C. and contains, besides a table of contents and two indices, 443 pages of 'history' and 44 pages of illustrative selections from Latin literature in German translations. The historical part falls into nine chapters: I Conditions and Elements of Literary Development in Italy; II Law and Speech; III The Beginnings; IV Naevius; V Plautus; VI Ennius; VII The Successors of Plautus and Ennius; VIII Literature and Roman Culture; IX The Poetry of the Closing Second Century. Each chapter is divided into from three to six numbered sections. Thus, in Chapter I there are three subdivisions: (1) Romans, Greeks, Italians; (2) Greek and Etruscan Culture-Influences; (3) Pre-Literary Remains and Traces. The Saturnian Verse. In Chapter V (Plautus) we have (1) Life; (2) The Attic Comedy; (3) Lyrically Amplified Comedies of Plautus; (4) Amalgamation with the Hellenistic Musical Farce (*Singspiel*); (5) 'Contaminated' Comedies; (6) Style and Art. This list of chapter-headings, with titles of the subordinate divisions in two representative chapters, will serve to show in a general way how the ground is covered. It remains to specify briefly some of the distinctive features of the book.

That the author is master of all the available material, including even the latest papyrus finds, and has prepared himself for the present task by a lifetime of work in the field, producing a multitude of *Vorarbeiten* that are at his command as a partial foundation for the new work, has already been sufficiently indicated. His control of the material naturally includes familiarity with all the secondary literature on the subject, as is abundantly shown on occasion. His work is, however, in no sense or

¹This article is condensed from a review presented to the Yale Classical Club in November, 1913. Since this article was prepared classical scholarship has suffered a grievous loss in the death of Professor Leo.